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ABSTRACT

This user guide is designed to assist students using the Vital Information for Education and Work (VIEW) manual. An introduction reviews the VIEW program, describes how to start a career exploration process, defines career exploration, and explains the kinds of information contained in the VIEW scripts (two-page job descriptions contained in the VIEW manual). The second section addresses use of the VIEW scripts. A sample user worksheet is provided, and reference is made to the other types of information provided in the appendixes to the VIEW manual. (YLB)

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New Hampshire VIEW

Vital Information for Education and Work

1983 Edition

User Guide

Prepared by The National Center
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What is the VIEW Program?

The New Hampshire VIEW Program is a statewide system by which information on occupations and related training opportunities in New Hampshire is compiled and described. The VIEW program is designed as a guidance tool to assist students in junior high schools, high schools, and postsecondary schools, as well as adults to identify and examine occupations. The VIEW Program can be used directly by students, but also by teachers, librarians, counselors, or parents as they attempt to assist students in formulating educational or work goals and decisions. Occupational and training information is presented that is current, objective, and based on local sources and economic conditions. The information includes job outlooks, job descriptions, national wage scales, and educational requirements for occupations that are known to have employment opportunities in New Hampshire. The VIEW Program also provides information on the educational institutions within the state and the training opportunties they currently offer. In addition, information on military occupations is included in order to assist students in exploring those job and career opportunities.

The purpose of VIEW is to provide the residents of New Hampshire with a current, relevant, and accessible career information system. To fulfill this purpose the information is presented in a manner designed to provide easy access to all users as well as important information and resources for making vital career decisions.

The VIEW Program is made available by the New Hampshire State Occupational Information Coordinated Committee (SOICC) to all junior high, high school, and postsecondary institutions in the state as well as to such other governmental agencies as the employment services.

The manual offers information on 254 occupations that have been projected by the state's Employment Security Agency as having more than ten job openings in the period of 1979-1990. The information is presented on two-page VIEW Scripts, either in a loose-leaf binder or in microfiche form.

How Do You Start?

To start a career exploration process, you should first become informed about many different aspects of occupations. Occupations have differing physical and educational requirements and occur in differing environmental situations, and you need to understand these differences. For example, most people have preferences in working conditions and could write down the conditions in which they think they would like to work.

For instance, if you did not want jobs requiring lifting, you would sort and discard those occupations that require it. You may exclude such an occupation as automobile repairperson, which may require lifting, even though it meets your other educational capabilities and aspirations. In this way, you can explore occupations and gain better insight into your work-related likes and dislikes. This self-understanding may also encourage you to explore occupations you may have not considered before.

Occupations also may have varying emphases on working with--

- o People --Work with people or, in some instances, animals
- o Data --Work with information
- o Things --Work with tools, machinery, or equipment
- o Combination--Work with at least two of the three areas above

Not all persons will be able to say conclusively that they would work in only one situation (indoors or outdoors), or only with people, data, or things. Some prefer jobs may be performed outdoors in all weather conditions--a crucial bit of job information if you dislike extremely cold or hot weather. Thus it is best for you to explore all aspects of an occupation before making any decisions.

What Is Career Exploration?

Career exploration is an ongoing process of work examination that provides a base of experience and information. With this information, you can make decisions about what you would like for your life's work. The process can extend from reading about many occupations, viewing films of workers performing their jobs, and listening to career speakers, to visiting various work sites to see the daily work tasks, typical work environments, and requirements of the job unfold.

Format of the VIEW Scripts

The VIEW Scripts are in alphabetical order, according to occupation title. The Index to the VIEW Scripts provides a listing of all occupations, according to the occupational cluster listed in the Standard Occupational Classification. The occupations are listed in clusters of like occupations to assist you in identifying occupations that have similar requirements and activities, or environments. The two-page VIEW Scripts provide information to help you make informed career choices. The following pages explain the kinds of information contained in the VIEW Scripts.

New Hampshire VIEW

Vital Information for Education and Work

Job Description

Describes briefly the type of task performed by the occupation.

THINGS TO CONSIDER:

Job Outlook in New Hampshire

1979 1990

EMPLOYMENT:		TOTAL	AVE. RATE
LOCATIONS OF JOBS LABOR MARKET AREA	1979 Employ.	Ave. Open	STATE EMPLOYMENT BY INDUSTRY
Labor Market areas in New Hampshire (LMA)	Number of workers hired in this occupation in 1979	Projected job openings each year until 1990	Percentage of projected job openings in each industry

Work Conditions:

Discusses the environment and physical demands of the job.

Advancement Opportunities:

Provides you with an opportunity to identify career advancement opportunities in this occupation.

EDUCATIONAL/TRAINING PROGRAMS:

- **For More Information Contact:**

Tells you where to get additional information on education or training programs (including apprenticeship) to prepare for this occupation.

- Learning Line Toll Free Number:

Gives toll free number in New Hampshire that you can call to obtain information about training and education programs, as well as occupational and career opportunities in the state of New Hampshire.

WHERE TO GET FURTHER INFORMATION:

Tells where to obtain additional career-related information on this occupation.

TO PREPARE FOR THE JOB:

- **These School Subjects Can Help You:**

Provides information on the type of classes you should take if you are considering going into this occupation.

SAMPLE PLACES OF WORK:

Lists the work locations that are common to this occupation. This listing provides a realistic picture of where you would be performing the job.

NATIONAL WAGE RANGE:

Tells you what other workers are currently being paid in this occupation. This wage should be carefully checked with the New Hampshire wage range.

RELATED OCCUPATIONS:

Provides a listing of occupations that require similar abilities and skills as well as interests.

MORE ABOUT THE JOB:

Sample Work Activities:

Lists the activities that are common to this occupation. This listing provides a realistic picture of what you would be doing on the job.

HOURS OF WORK:

Describes the usual work hours for the job: day, night, evening, shift work, on call, overtime.

- **Education/Training Needed:**

Recommends how much education or training is required to work in this occupation. Requirements for apprenticeship also included under this classification.

- **Special Requirements:**

Provides information about any licenses, certificates, or examinations necessary in order to be employed in this occupation.

SOC

Provides **Standard Occupational Code** information on a general category of occupations. You will be able to gain a better understanding of a group of related occupations through this code number.

DOT

Provides **Dictionary of Occupational Titles** with specific information on each occupation, including the typical work duties, knowledge, and skills involved in performing the job and the general ability of tolerances required of workers.

Matrix

Provides a Matrix Code for occupational employment information based on state and regional surveys. The information on each occupation is available through state employment security agencies under the Matrix Code numbers.

GOE

Provides information from the **Guide for Occupational Exploration** (GOE) to help people see themselves realistically in regard to their ability to meet job requirements. The GOE provides information about interests, aptitudes, adaptabilities, and other requirements for occupational groups. The GOE makes it possible for people to compare occupational requirements with their knowledge about themselves.

CIP

Provides information from the **Classification of Instructions Program** (CIP) to assist in determining the instructional programs (college/technical school) that will prepare them for specific occupations.

Army (MOS) **Air Force (AFSC)**
Navy (ECCS) **Marines (MOS)**
Coast Guard (EQCS)

Lists the occupational opportunities in each of the armed forces. Users can refer to the specific military recruitment or education office to gain more information on these related occupations and careers available in each of the armed forces.

USING VIEW

The best way to use the VIEW Scripts is by first identifyiing a function in which you are interested (social work, administration, teaching, health, operating machines, and so forth). Then find the related area in the Index and locate the specific occupation under that group.

The Index provides the Standard Occupational Classification (SOC) code according to functinal area. You will be able to identify other occupations that have similar work requirements under each major group.

You may also wish to look at one specific occupation. You should go through the Scripts, which are arranged in alphabetical order, and find the one in which you are interested in order to review the information on that occupation.

You are encouraged to write down information on occupations they find interesting. This will make it easier for counselors or teachers to assist in your explorations. In order to do this, it is important for you to think about whatever information is available about yourself. If you have taken interest tes s or aptitude tests, those results will help you identify the occupations you should consider. After examining the available information about yourself, you should identify the occupations that seem to meet your needs. The following sample form should help show you how to record and organize information about occupations and yourself while examining the VIEW Scripts. Your counselor will provide a similar form for your use.

USER WORKSHEET

sample

1. What occupations do you want to consider?

   A. Stenographer
   B. Teacher, Elementary
   C. Respiratory Therapist
   D. Collector

2. While you are exploring the occupational information, write down your comments on--

Occupation A

I like this occupation because It requires taking dictation and typing.

I do not like this occupation because It tends to involve routine, repetitive, and uninvolved tasks.

— Consider
✓ Do Not Consider

Occupation B

I like this occupation because It involves working with children. Also, an elementary teacher receives much vacation time, which can be spent with his/her own children.

I do not like this occupation because In addition to working with children, it involves relating to their parents. Also, it can be both physically and mentally demanding.

✓ Consider
— Do Not Consider

sample

Occupation C

I like this occupation because *It involves helping people. Also, I'm interested in work of scientific or technical nature.*

I do not like this occupation because *It involves working under pressure in emergency situations.*

✓ Consider
— Do not Consider

Occupation D

I like this occupation because *It involves meeting the public and working in an office.*

I do not like this occupation because *It may involve dealing with hostile customers.*

— Consider
✓ Do not Consider

You may not find any one occupation that you totally like or dislike. There will be things you like and dislike about almost every occupation. Meanwhile, you are learning some important things about yourself and the type of work you want to do.

3. After completing this section on each of the occupations, develop a profile of the characteristics of occupations that you particularly like:

Hours of work *I would like working only 10 months out of the year.*

sample

Working conditions Both inside and outside work.

School conditions I like math, science, social studies, and history.

Activities I would like to prepare outlines for courses of study

Places to work An elementary teacher can work in private or public grade schools and middle schools

Training and educational requirements I would like to attend a 4-year college.

Job outlook Expected to increase in late 1990's so outlook is favorable.

Other characteristics I could advance to principal

4. Write down some characteristics of the job that you don't like:

Hours of work I don't like working overtime.

Working conditions I don't like routine repetitive and involved tasks.

School subjects

Activities I don't like dictation

Places to work I would not like working in banks.

sample

training and educational requirements I prefer not to attend a vocational-technical college.

Job outlook _____

Other characteristics The wage range is not attractive, only $12,818.00 - $16,872 per year

5. After completing these exercises, you may find that you would like to have more information on a particular occupation for career planning purposes. Obtain further information by writing to the association or agency listed on the VIEW Script.

6. After using the VIEW Script, you should discuss your findings with a counselor, parent, or teacher. The information on the occupations that were identified will be very helpful in these discussions. A counselor can direct you in further exploration or can assist you in designing a realistic and complete career plan.

Using Other Career Information

The New Hampshire VIEW is only one tool you can use in your career exploration activities. There is a great deal more information you need about occupations and about yourself before you decide on a specific occupation or career. After you identify an occupation on a VIEW Script, you can go to appendices A, B, and C in the VIEW Manual and find which educational institutions provide training and/or education in this field. You can also find information there on the length and type of such occupational training.

You may also want to see what the military has in the way of opportunities for occupations and training. Each VIEW Script provides a military code for a related occupation (if there is one) in each of the five services (U.S. Army, Air Force, Coast Guard, Navy, and Marines). Each of the military forces has its own coding system for occupational opportunities within that service. Appendix D in the VIEW Manual provides information on the appropriate military publications that you should examine. Schools or public libraries should have these publications available. They also are available at your local recruiting office for each of the services.

Other sources of information are available through school and agency counseling offices. Some of these sources are listed in appendix F of the VIEW Manual.

You may want to return to the User Guide again to review the job and educational opportunities in New Hampshire.